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ABSTRACT

This paper discusses accountability in education and describes the formulation and field testing of a new conceptual model relevant to the education of emotionally and socially maladjusted children. The model design was based on specific consideration of: a) levels of training to be provided, b) types of facilities available for field experiences, c) population to be served by the program graduates, d) consumer needs, and e) the philosophical base reflected by the training program. Competency goal statements were broken down under nine generic headings, with goals designed to guide the learner, teacher-trainer, and supervising teacher at the practicum site in arranging the desired experiences. Current teachers and supervising teachers of the defined population were requested to indicate the training experience which contributed most to their knowledge and the frequency of use of the knowledge in relation to each goal statement. Responses indicate that: a) a significant part of students' professional preparation in the area of education of the emotionally and socially maladjusted was considered as having been completed without faculty assistance; b) goal statements were judged to be of minor value to practitioners in the field; and c) many goal statements are important but not frequently used. Tables of results are included in the paper. (PD)

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COMPETENCIES NEEDED FOR TEACHING EMOTIONALLY DISTURBED AND SOCIALLY MALADJUSTED CHILDREN AND YOUTH: IMPLICATIONS FOR STAFF DEVELOPMENT

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FOREWORD

The Florida Educational Research and Development Council presents research reports which are aimed at a variety of personnel in public school districts: teachers, guidance counselors, administrators, and school board people. This Bulletin is aimed at those people who are responsible for designing in-service and pre-service programs for teachers of the emotionally disturbed and socially maladjusted. The data collected in this study may be utilized as a basis for designing and implementing in-service programs relevant to teacher needs in this area.

Drs. Bullock, Dykes, and Kelly have given us a basis for systematically developing effective training programs for teachers in this area of growing concern. They are to be commended for a job well done.

January, 1974

W. F. Breivogel, Ed. D.
Executive Secretary

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PREFACE

Quality inservice and preservice training is a goal of both the academician and the practitioner. However, before relevant training can be provided in both an effective and efficient manner, it becomes necessary that specific goal statements be established upon which to build such programs.

The researchers in the present study have delineated 123 competencies, which according to expert opinion, reflect the basic training needed by teachers of the emotionally disturbed/socially maladjusted and thus have implications for both preservice and inservice training. These data have been initially field-tested by a group of seventy-seven trained teachers and supervisors of teachers of the emotionally disturbed/socially maladjusted employed in school districts and institutions from all geographic regions of the United States with the exception of the Pacific Northwest. In addition, there is ongoing evaluation of the competencies as they are being incorporated into the training program in the area of specialization at the University of Florida. Further analysis will occur as graduates from the program go into teaching positions.

This publication commands the attention of the professional community. It makes a significant contribution to that body of literature that has resulted from the need for measured progress in the area of preservice and inservice training.

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To each of you a hearty thanks!

The Accountability Movement in Education

Few movements have had the impact on education as has accountability. Although the accountability era is less than ten years old, the mandate for change has already affected educators at every level. Not only does accountability require educators to be responsible for justifying expenditures and curriculum patterns but

> "it also guarantee(s) that all students, without respect to race, income, or social class will acquire minimum school skills necessary to take full advantage of the choices that accrue upon successful completion of public schooling..."(Porter, 1971).

The accountability movement has been unique in the field of education in that it is concerned with all aspects of information gain and production. "Not only should it be applied to instructional personnel but also to the media and materials of instruction, scheduling, administrational decision, etc." (Bell, 1971).

The catalytic influences which precipitated the emergence of the national accountability movement have been numerous and diverse (Sciara, 1972; Houston and Howsam, 1972; Lessinger, 1970). These major influences include:

1. The Coleman Report of the Commission in Equal Educational Opportunity which indicated that input (equipment, facility, etc.) into a school is not a reliable measure of the quality of the school.

2. United States Office of Education (USOE) initiated a policy in the late 1960's to require audits of funds for some Elementary and Secondary Education Act (ESEA), Titles VII and VIII, projects focusing on not only fiscal matters but also on performance change.
3. President Nixon's 1970 challenge to the Nation's citizenry indicating a need for consideration of the productivity of the schools.
4. Initiation of the national assessment movement.
5. Taxpayers and parents demand that school personnel be held accountable for funds - community members began to question the relationship of school costs and student performance.
6. Shocking national events such as the numerous educational writings of the times, Russian advances in technology, etc.
7. During times of societal value shifts, schools are especially susceptible to attack until new value systems are established.
8. Contemporary economic and social patterns of the day give rise to militance as a coping behavior.
9. Parents are more knowledgable and more sophisticated about the schools resulting in more in-depth inquiries about the education of their children.
10. New committment to maximizing educational opportunities for minority groups.

Although the concept of accountability has been generally accepted, by choice or otherwise, several issues critical for educational planning have been posed. These have been summarized by Lessinger (1971):

1. Does the lay public have the propriety to ask for evidence of the effectiveness of the work of professionals?
2. What are the learning goals for which educators should be held accountable?
3. Whose responsibility is it to set goals for which a school will be held accountable?
4. How is goal attainment measured?
5. What is the range of persons who should be held accountable for the educational results of the school?
6. How is an accountability procedure to be used? - Dismissal, curriculum restructuring, aid to understanding, etc.

Accountability in Teacher Education

In viewing the current accountability movement, it has been suggested that college/university teacher-training personnel and local school boards should be held accountable by the community for educational programs and that the teacher should be held responsible for individual student gain.

> "Never has so much been expected of teachers in this country. New conditions and demands have multiplied to produce a national crisis in education. Accordingly, the American

> teacher has become a most likely candidate for scapegoat of the 1970's. Evidence can be seen in the current drive to hold teachers responsible for assuring quality education in our schools. Indeed, this movement called accountability has all the characteristics of a panacea, and one which it appears difficult to fault. Quite generally, demands for teacher accountability are accompanied by blunt threats that if teachers don't achieve this, others will." (Darland, 1971)

The demands for teacher accountability have echoed from numerous legislatures which have resulted in mandates that pre-service and in-service teacher education be based on an accountability model. In order to meet these conditions, state departments of education along with colleges and universities have designed competency or performance based requirements which must be met before an educator is certified or re-certified. In a recent survey conducted by Wilson and Curtis (1973), it was found that in eleven states, legislation has been passed requiring that competency/performance based programs be instigated for the preparation of teachers and/or administrators. In sixteen other states such legislation has been discussed or has been introduced to the legislative body. "... Only one state, Florida, indicated that performance based programs are presently an alternate way of certification for the entire state" (Wilson and Curtis, 1973).

Another trend in the push for accountability in teacher education has been the establishment of teacher education centers. In these centers local school districts or regions, colleges and universities, and the local education association work together to help the teacher gain the required skills for current certification. Teacher

centers may also serve as a resource where teachers may obtain assistance in overcoming professional deficits. In addition, such centers may provide opportunity for teachers to share expertise.

As new requirements and evaluation strategies for teacher certification have emerged through legislation and new program designs, the mandate has remained strong for those in charge of teacher preparation programs to initiate new training procedures to ensure that educational leadership will be available to meet future needs. Regardless of the quantity of certified personnel available, the requirement for quality in leadership is constant.

Many new training programs have focused on "outcome" accountability (Akin, 1972). They have primarily concerned helping the teacher gain the skills necessary to show district-level personnel and boards of education that as a result of the teacher's intervention, learners demonstrate the ability to perform preselected objectives at the end of a learning sequence.

> "The essential notion underlying outcome accountability is that if professional education can be held responsible for educational outcomes, favorable changes will occur in professional performance and these will be reflected in higher academic achievement, improved pupil attitudes and generally better educational results" (Barro, 1970).

For the first time in teacher education, the emphasis has shifted from a primary focus on entry skills to those possessed at the termination of a training program.

New training programs are needed, not only to meet current mandates, but to provide exemplary instructional models for educators at all levels. Houston and Howsam (1972) indicated that newer teacher education instructional models have several characteristics in common and generally use some type of competency based format. Common characteristics include: (1) well defined learning objectives; (2) student responsibility for learning; (3) individualized and/or self-paced units with variable time; (4) criterion referenced approach to evaluation, and (5) focus on needs and accomplishments of the learners.

Those in charge of competency based programs have frequently relied on some type of unit packaging to facilitate the gain of learner skills in the cognitive, affective and psychomotor domains. In numerous programs throughout the United States, series of modules have been developed as an efficient means of material presentation related to each competency. Although modules and competency based studies in general are individualized, both large and small group instructional sequences may be included. The individualization of study in teacher training does not mean that important feedback from an instructional leader to each teacher-in-training should be omitted or lessened, but that it occurs at a relevant time in each learner's training. Although modules have been used primarily for cognitive skills, they also have relevance for field related experiences. Further, newer module designs may include competency in the gain of affective skills.

Accountability in Special Education

As in all areas of education, the impact of accountability has been felt in the education of the exceptional student. Opinions of the courts have stated that no longer can public school districts turn away handicapped students merely because they cannot be accommodated in existing programs. Litigations have resolved that (1) all institutionalized individuals have the right to treatment, (2) standards and parental consent must be constant for all children assigned to special programs, and (3) all children have the right of access to free public education (Gilhool, 1973). Further, Gilhool states that

> "It is a new language, a language that suggests a new conception of the handicapped citizen, a new conception of that citizen's place in our society, a new conception of those obligations owed to him by those who act in place of the society, a conception that suggests that handicapped citizens no longer have what they may have by the grace or by the good will of any other person but that they have what they must have by right. It is now a question of justice" (Gilhool, 1973, p. 609).

The ramifications of this "new" language and the mandated accountability practices which have been passed or presented in at least 27 state legislatures make it clear that special educators must develop means whereby it can be demonstrated that special education interventions have made a significant difference in the performance levels of individuals assigned to exceptional student programs. As indicated by Vergason (1973), "It may be that special education

is the most accountable part of the American school or maybe special educators have convinced everyone else that only special education could handle some children."

Accountability affects all of those institutions and persons concerned with the education of exceptional individuals. In response to the accountability movement, concentrated efforts have been made to delineate competencies relevant to teachers of emotionally disturbed and socially maladjusted students which may become the basis of college/university training programs in this area of specialization. In addition, these competencies have specific relevance for staff development programs within local school districts.

DEVELOPMENT AND DESIGN

Development of Competency Goal Statements

Competencies needed by teachers of the emotionally disturbed and socially maladjusted have been for several years the subject of research activity (Mackie, Kvaraceus, & Williams, 1957; Rabinow, 1960; Hewett, 1966; Bullock & Whelan, 1971); however, most of these studies have been undertaken primarily to determine those competencies appearing pertinent to a specific task with no reported attempts at building a teacher preparation program based upon a set of specified competencies.

During the 1971-1972 academic year, faculty and graduate level students at the University of Florida, Area of Education of the Emotionally Disturbed and Socially Maladjusted, set out to develop a comprehensive listing of competencies which would be relevant to the education of emotionally disturbed and socially maladjusted children and youth. At the outset, a careful review was made of all aspects of the established training program resulting in the formulation of a new conceptual model. The model design was based upon specific consideration of (a) levels of training to be provided, that is, undergraduate, master's or post-master's; (b) types of facilities available for field experiences (special programs in public and private schools; mental health centers; psychiatric units; state training centers); (c) population to be served by the program graduates (mild, moderate, severe); (d) consumer needs, that is, by whom are most of the graduates employed and what program models are utilized

and (e) philosophical base reflected by the training program. The conceptual model upon which the training program was developed is illustrated in Table 1.

See Table 1, p. 27

Each competency goal statement was included in the listing only after careful research and extensive discussion by a group of classroom teachers, a teacher-trainer, and teachers-in-training. Competency goal statements were broken down under nine generic headings: (a) background/overview of the field; (b) assessment and diagnosis; (c) management; (d) theory and knowledge; (e) programming - general, academic, social and vocational; (f) utilization of ancillary personnel and resources; (g) administration; (h) evaluation and research, and (i) field experiences. Field experiences were broken out into sequential levels for placement purposes. The academic and experiential background of a learner determines his assignment to a particular level. The field experience sequence required of learners with different entry levels appears in Table 2.

See Table 2, p. 28

Each level has a number of specifically stated goals designed to guide the learner, teacher-trainer and supervising teacher at the practicum site in arranging the desired experiences. Major goals for the various levels appear below.

Level 1: Designed to provide the learner who is new to education with knowledge of the overall functioning of public schools. During this experience learners also develop a knowledge of the learning expectations and the curriculum and behavioral patterns for pupils at various grade levels.

Level 2: Designed to provide the learner who is new to education with the principles and techniques of planning and implementing individualized instructional sequences.

Level 3: Designed to provide the learner who has had no teacher experience with the principles and techniques of planning and implementing an instructional program for a small group of individuals.

Level 4: Designed to provide the learner with experience in working with a class of emotionally disturbed and/or socially maladjusted children or youth under the supervision of a trained specialized teacher.

Level 5: Designed to provide differential experiences for the teacher-in-training who has already had experience teaching emotionally disturbed and socially maladjusted children or youth. The teacher-in-training is assigned to function in the role of

a diagnostic-prescriptologist, that is, after extensive observation and formal and informal assessment the learner works with the classroom teacher i the initiation and implementation of relevant management and curriculum revisions which will ensure academic and emotional growth.

Level 6: Designed for the experienced teacher-in-training of the emotionally disturbed and socially maladjusted. An individual assigned to this level functions as a Resource-Consultant who works jointly as a liason between the local mental health facilities and the public schools.

Once all the competency goal statements were delineated, arrangements were made so the statements could be incorporated into the preparation program and various alternative approaches for implementation could be explored. The first and yet least desirable approach considered was to go to the college curriculum committees with an experimental program design, which would make it possible to by-pass the traditional course enrollment procedures. Obviously, this would have taken considerable time for approval and implementation, which would have produced a time lag in plans. Also, proceeding along that course would defeat one important purpose, that is, to prove that competency based programs can be implemented and executed effectively within the framework of traditional education. By demonstrating this, it was felt that it would be a boom to the competency-based movement in that college/university faculty could effectively incorporate the plan into the traditional framework without the often discouraging,

laborious, and lengthy tasks of changing the educational structure. Secondly, it would challenge the educator who is using the "system" as an excuse not to become involved in competency-based activities.

With the decision made to utilize the existing traditional course-type system to implement the competency-based program, competencies were broken down into the courses which were required within the specialization area, that is, those over which the Department held control. Those competencies for which no specific course work was available were enumerated so that the learner would be able to incorporate these into his extra-curricular learnings. Identification of the specific competencies now made it possible for instructional modules to be developed for the various competency goal statements. As an extension of the competency-based activities, it was determined to design a plan whereby the competencies that had been delineated could be shared with teachers and supervisors of teachers involved with emotionally disturbed and socially maladjusted children and youth and whereby they could be given opportunity to respond to them.

Procedures for Initial Field Testing

The researchers asked program coordinators in the area of the emotionally disturbed and socially maladjusted at major universities to submit names of specially trained personnel who were currently either teaching or supervising teachers of the defined population. Persons designated as meeting the established criteria were asked if they would be willing to participate in the research activity. Those who responded

affirmatively were provided the complete list of competency goal statements with the request to (a) indicate the training experience which contributed most to their knowledge in relation to each goal statement (entry, course work, field experience, independent study or none) and (b) indicate the frequency of use of the knowledge related to each statement (daily, weekly, monthly, occasionally during the year or never).

Seventy-seven completed data forms were received. These represented eleven states distributed throughout all geographic regions of the continental United States with exception of the Pacific Northwest. Fifty-seven held positions as teachers, sixteen as supervisors and four in combination of the positions defined. The number of years taught ranged from one to twenty-two with a median of 3.0 years. Types of facilities to which the seventy-seven respondents were assigned included public schools, residential treatment centers, private day care centers, mental health centers, and hospitals. The major portion of the respondents were employed in public school settings. All of the traditional educational models (i.e. self-contained, resource, itinerant, diagnostic-prescriptologist) were represented.

Results and Discussion

Two major research questions relative to teachers and supervisors of teachers of the emotionally disturbed and socially maladjusted have been investigated.

(1) What specific training experiences contributed most significantly to the acquisition of knowledge in relation to each of the 123 competency goal statements (entry, course work, field experience, independent study, or none)?

(2) How frequently is the knowledge related to each of the 123 competency goal statements used (daily, weekly, monthly, occasionally, or never)?

In addition to the investigation of the two major research questions, the responses made by the participants in the study were tabulated and analyzed according to the nine generic headings: (a) background/overview; (b) assessment and diagnosis; (c) management; (d) theory and knowledge; (e) programming; (f) utilization of ancillary personnel and resources; (g) administration; (h) evaluation and research, and (i) field experience. Finally each competency area was analyzed with respect to frequency of utilization and as to where the knowledge was acquired.

The 123 competency goal statements which were presented to teachers and supervisors of teachers of the emotionally disturbed and socially maladjusted are presented in Table 3. These competencies have been ranked by the reported mean frequency of use. In addition, data relative to the

frequency of use and where the knowledge was gained are presented. A review of these data along with those presented in subsequent tables make it possible to analyze not only the responses made to each individual competency goal statement but also to see how the participants rated the goal statements falling under each of the nine generic headings.

See Table 3, p. 29

The findings specifically relevant to the experiences which contributed most significantly to the participants' acquisition of the competencies can be found in Table 4, Column B. Course work (33.8%) and

See Table 4, p. 38

field experience (25.3%) were selected 59.1% of the time by the seventy-seven teachers and supervisors as the types of experiences which were rated as most important in the acquisition of knowledge relative to each of the competency goal statements. Thirty-two and .7% of the selections indicated that knowledge had been gained either prior to entry (16.6%) or as a result of independent study activities (16.1%) not supervised by an instructor. Another 8.2% of the participants' selections indicated that certain knowledge as listed in the competency goal statements had never

been acquired. Stated another way, 40.9% of the selections made by the teachers and supervisors suggested that a significant number of the implied competencies had been gained either in the absence of direct instruction and/or supervision of college/university faculty or had not been acquired at all. However, it should be noted that the total of 40.9% could be reduced by 16.1% for independent study activities if all independent study activities were considered as having been directly related to or as an extention of course activities or guidance from an instructor. Although independent study activities, as presented to the participants in this investigation, were considered as totally learner centered and learner initiated, the participants may have considered it as an activity which was directed by an instructor. Regardless of how the term independent study was presented, it would have been virtually impossible to determine how much, if any, instructor influence and involvement there was in independent study activities. In general, the results indicate that a significant part of students' professional preparation in the area of the education of the emotionally disturbed and socially maladjusted was considered by them as having been completed without faculty assistance.

The breakdown of the 123 competency statements into the nine competency areas allows for further analysis of the data and a number of comparisons between competency areas and with the overall findings. An account of the participants' selections in terms of each of the nine competency areas is presented in Table 5, Column B.

See Table 5, p. 39

The nine competency areas can be viewed in terms of differences within each category. For example, the teachers and supervisors indicated that they possessed a considerable degree of competency upon entry into their preparation programs in respect to field experience (21.4%), programming (18.5%) and management (19.8%) related competency goal statements. Course work was considered as most important in the acquisition of knowledge relating to background/overview (58.5%), assessment/diagnosis (51.1%), evaluation and research (67.0%), and theory and knowledge (63.0%) related competency goal statements. Practica were considered as the most significant contributor to the acquisition of knowledge relative to field experiences (34.6%), administrative (28.4%), utilization of ancillary personnel and resources (29.0%), and management (27.2%) related competency goal statements. The participants also indicated that independent study activities contributed significantly in the acquisition of knowledge relating to those competency goal statements in the competency areas of administration (27.3%), and utilization of ancillary personnel and resources (25.2%). Finally, the goal statements most frequently rated as never having been acquired were in the competency areas of programming (11.0%), assessment and diagnosis (14.1%) and administration (14.3%).

General comparisons across the categories in respect to the various competency areas may be made by referring to Table 4. For example, the

competency area entitled utilization of ancillary personnel and resources was judged to have depended heavily on field and independent study activities for the acquisition of knowledge, whereas the acquisition of knowledge relative to background/overview statements was rated as most heavily dependent on course work.

Data relevant to the frequency with which the teachers and supervisors utilized the knowledge relative to the generic competency areas are presented in Tables 4 and 5, Columns A. Although there is an obvious trend toward rather frequent (daily or weekly) utilization of the competency goal statements, 47.9% of the participants' selections were classified as utilized monthly, occasionally or never (Table 4). These results may be interpreted as meaning that the majority of the competency goal statements were judged to have been of minor value to practitioners in the field. However, an analysis of each particular goal statement reveals that many of the goal statements are important but not frequently needed or utilized.

As presented in Table 5, daily and weekly utilization accounts for only 24.2% of the participants' selections in respect to administration related competencies, whereas 62.0% were assigned to the monthly and occasional categories. The competency goal statements related to the utilization of ancillary personnel and resources were perceived by the participants as following a rather even distribution across the categories with less emphases on the extreme categories of daily and never. The goal statements related to management were selected as being frequently

utilized with the daily and weekly categories accounting for 73.6% of the participants' selections. The ratings assigned to the assessment and diagnosis area indicated a considerable variation. For example, 17.4% of the selections indicated that certain assessment and diagnosis goal statements were never utilized. This may be indicative of a wide range of difference in the nature and scope of assessment and diagnosis procedures established by the school districts in which the teachers and supervisors work.

The goal statements related to field experiences and programming were perceived as having been utilized most frequently. However, a rather large percentage (30.4%) of the participants' selections also indicated that programming related competencies were either never or only occasionally utilized. Some of this may be accounted for by the focus of the particular programs. For example, several competency goal statements dealt with the vocational aspects and most of these were ranked very low according to frequency of use. Finally, while the background and overview related goal statements were distributed rather evenly across the various frequency categories, those related to the evaluation and research and theory and knowledge were rated heavily in favor of monthly and occasional use.

Implications

A careful analysis of the data presented has relevance for both academicians and practitioners. College/university personnel concerned with teacher preparation programs in the education of the emotionally disturbed and socially maladjusted may utilize the findings (1) to

substantiate their current program focus; (2) as a basis by which to critically analyze existing program emphases; (3) as a point of departure for the further analysis of relevant competencies needed by teachers and other personnel directly involved with emotionally disturbed and socially maladjusted children and youth; and (4) to plan more relevant experiences for prospective teachers. Furthermore, university faculty and in-service coordinators with the responsibility for designing in-service programs for teachers of the emotionally disturbed and socially maladjusted may utilize the data in designing and implementing programs relevant to teachers' needs. This is especially important since most school districts are still unable to employ sufficient numbers of specially trained personnel in this area of specialization and therefore must rely on inservice programs as a means to ensure that teachers have the needed techniques and procedures to effect change in the children and youth assigned to them. The data may also be utilized by school personnel who have the responsibility of recruiting quality staff and making teacher assignments.

Summary

Two important research questions regarding competency based instruction in the area of the emotionally disturbed were investigated. First, how frequently were the competencies utilized by the teachers and/or supervisors? Secondly, when (course work, independent study, etc.) were particular competencies acquired? In general, the majority (52.1%) of the teachers and supervisors ratings of the competency goal statements with regard to frequency of use were categorized under daily and weekly

utilization. Fifty-nine and 1% of the ratings in respect to where the competencies were acquired were categorized under course work and field experiences. Analysis of the ratings for each of nine generic competency areas was also provided.

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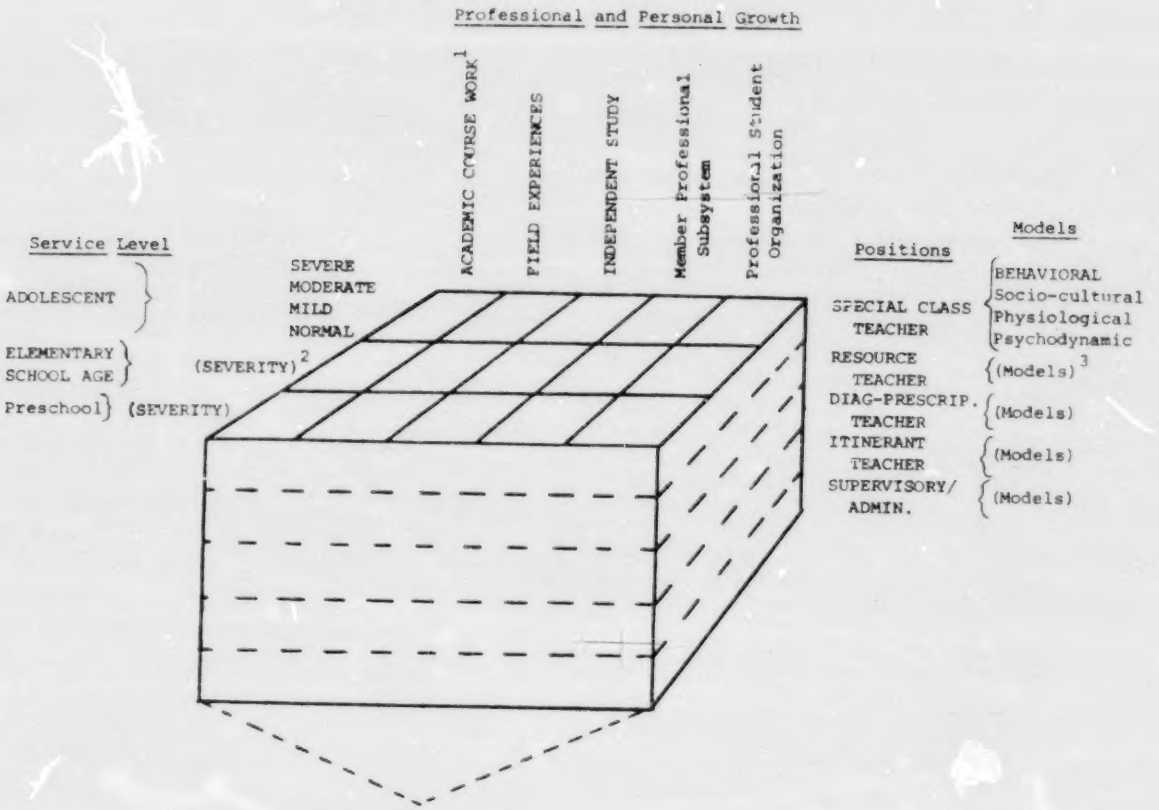
TABLES

Table 1

CONCEPTUAL MODEL FOR TRAINING EDUCATORS
TO WORK WITH EMOTIONALLY DISTURBED CHILDREN AND YOUTH



Perspective - historical and current overview of area
Assessment
Implementation
- Curriculum
- Learning theories
- Materials
- Methods

Evaluation and modification
Management
Professional team relations
Administration
Applied research skills

Perspective - trends, relevance
Assessment
Implementation
- Curriculum
- Materials
- Methods

Evaluation and Modification

1 - All capitals represent major program emphases
2 - Severity levels as delineated above
3 - Model types as delineated above

TABLE 2

FIELD EXPERIENCE REQUIREMENTS FOR MASTER-LEVEL TEACHERS-IN-TRAINING

Entry Levels Of Students	Field Experience Levels Required in Sequential Order*						
	1	2	3	4	5	6	Student Teaching
Trained and Experienced Teachers				1	2	3	Optional
Non-Experienced Undergraduate Education Majors			1	2	3		Optional
Non-Education Undergraduate Majors	1	2	3	4			5

*Each level, with the exception of student teaching, represents a minimum of 110 direct contact hours per quarter. Student teaching is a full-time direct contact assignment for one quarter.

TABLE 3

RATINGS OF COMPETENCY GOAL STATEMENTS FOR FREQUENCY OF USE AND WHERE KNOWLEDGE WAS GAINED AS REPORTED BY SELECTED EDUCATORS

Competency Goal Statements Ranked by the Reported Mean Frequency of Use (N 123)	Frequency of Use Reported by Percent					Where Knowledge Was Gained Reported by Percent				
	Daily	Weekly	Monthly	Occasional	Never	Entry	Course Work	Field Experience	Independent Study	None
Ability to employ skills of communication with peers, supervisors, and subordinates.	93	7	0	0	0	47	4	31	17	1
Ability to establish effective professional interpersonal relationships with other school personnel.	88	12	0	0	0	44	5	30	18	3
Ability to attain and maintain social behavior which facilitates instruction and the attainment of educational goals.	79	14	3	4	0	28	17	39	15	1
Ability to assist children in performing classroom tasks and to criticize each task in terms of (a) the task required of the child (b) the difficulty of the task (c) the amount of time involved in completing the task (d) the appropriateness of the task to the child's learning.	75	16	6	3	0	25	15	43	14	3
Ability to develop and maintain effective working relationships with teachers, supervisors, administrators, ancillary personnel and parents.	77	17	1	5	0	44	3	39	13	1
Ability to read and make interpretations as to the child's educational and social needs.	75	15	5	4	1	21	42	33	4	0
Ability to designate certain pupil behavior as either appropriate or inappropriate for a specified age group.	72	18	6	3	1	30	20	37	9	4
Ability to establish classroom rules as well as a means for enforcing these rules.	73	15	4	8	0	26	25	31	17	1
Ability to determine for each child within a small group a reinforcement preference, and to use different reinforcers to change and/or maintain behavior.	65	27	6	1	1	12	45	34	9	0
Ability to establish a consistent classroom routine.	73	13	9	1	4	26	22	30	18	4
Knowledge of the developmental differences between normal and abnormal behavior at various age levels.	59	27	11	3	0	28	50	12	7	3
Ability to select and implement remedial techniques in the skill areas (i.e. reading, writing, spelling, mathematics, social skills) with a variety of children.	64	22	8	6	0	18	37	30	12	3
Ability to establish a reinforcer hierarchy for each pupil.	62	27	4	4	3	12	46	26	12	4
Knowledge of the duties and procedures required of the classroom teacher with respect to classroom schedules, lesson planning, ordering of materials, record-keeping, classroom teaching, bus duty, and recess monitor.	68	16	7	8	1	31	9	39	16	5
Ability to evaluate and document change in pupil behavior, in both academic and social areas	56	27	14	3	0	10	30	40	17	3

Competency Goal Statements Ranked by the Reported Mean Frequency of Use (N 123)	Frequency of Use Reported by Percent					Where Knowledge Was Gained Reported by Percent				
	Daily	Weekly	Monthly	Occasional	Never	Entry	Course Work	Field Experience	Independent Study	None
Ability to analyze classroom materials completed by a child and the ability to make a number of significant statements regarding the presentation of more appropriate learning situations.	59	27	8	5	1	17	22	34	22	5
Ability to reinforce and/or correct individual pupil responses while maintaining a group structure.	69	11	6	11	3	21	13	39	20	7
Ability to develop and implement a learning sequence for a child taking into account such things as (a) educational performance level, pinpointing deficits, weaknesses, and strengths; (b) stating long range and short term goals in behavioral terms in specific skill areas (i.e., reading, mathematics); (c) identifying and stating the learning preferences and developing an educational program including identifying materials to be used; (d) determining reinforcement hierarchy; (e) utilizing positive reinforcement techniques for modifying social and/or academic behavior; (f) keeping daily record of the pupil's progress utilizing graphs, charts, and logs; (g) maintaining continuous evaluation and assessment of progress for the purpose of program modifications, accelerations, deletions, as needed.	55	29	9	7	0	7	46	30	16	1
Ability to utilize spontaneous social situations as learning experiences for pupils.	64	13	12	11	0	33	9	37	18	3
Knowledge of the ...ogical, psychological, educational, and vocational aspects of the traditional and contemporary categories of exceptionality.	61	19	8	12	0	13	80	7	0	0
Knowledge of general school policy and the teacher's function within the framework of such policy.	64	9	12	15	0	28	3	44	22	3
Ability to establish and maintain individual pupil attention while programming for a group.	59	21	10	4	6	22	16	39	14	9
Ability to present concepts unambiguously to a group of emotionally disturbed pupils.	59	18	9	11	3	17	16	43	17	7
Ability to state instructional goals, set priorities for teaching and state a criterion level for mastery of each task to be presented to the child.	48	32	14	5	1	14	48	23	14	1
Knowledge of appropriate teacher behavior with respect to school protocol, policies, and procedures.	63	7	14	16	0	34	3	43	16	4
Ability to design a specific instructional sequence for a child utilizing assessment data.	58	17	11	13	1	12	41	31	8	8
Ability to select and implement a sequence of learning activities to remediate specific deficits in the skill areas (i.e. reading, writing, and mathematics) for each child or the group of children. . .	44	38	11	7	0	12	38	33	14	3

Competency Goal Statements Ranked by the Reported Mean Frequency of Use (N 123)	Frequency of Use Reported by Percent					Where Knowledge Was Gained Reported by Percent				
	Daily	Weekly	Monthly	Occasional	Never	Entry	Course Work	Field Experience	Independent Study	None
Ability to determine intra-group behavior changes as pupils go from subject area to subject area.	53	22	13	8	4	20	19	48	8	5
Knowledge of the role and availability of school personnel (i.e. principal, assistant principal, guidance counselor, speech therapist, nurse, secretary, librarian, special area teachers, classroom aides, custodian, bus driver, lunchroom worker).	48	29	9	13	1	33	4	37	22	4
Ability to select information from available sources which would be pertinent to educational programming for a child.	37	41	17	5	0	16	25	33	26	0
Ability to determine educational alternatives, taking into account the child's strengths and weaknesses, which will include (a) additional teaching/management strategies to be employed to help in the behavioral/academic remediation and (b) specific suggestions such as curriculum adaptations, special materials and where they may be found.	43	33	16	8	0	13	34	40	13	0
Ability to teach specific skills (i.e. reading, mathematics, motor, social) in a group situation giving consideration to each of the following: (a) pinpointing each child's deficits, weaknesses, strengths, (b) establishing priorities for teaching, (c) selection of appropriate materials, (d) selection of appropriate teaching techniques, (e) implementation of the teaching plan, (f) evaluation of results, (g) modifying the teaching plan, if desirable, and (h) re-evaluation of the results.	53	23	6	14	4	18	30	32	16	4
Ability to state instructional goals, set priorities for teaching and state a criterion level for mastery of each task as they relate to a child's social deficits.	42	31	20	6	1	12	39	31	11	7
Ability to record pupil behavior utilizing different systems: Behavior Modification Observational System.	52	24	3	18	3	3	73	14	8	2
Ability to develop "teacher-made" materials to aid in reaching objectives for specific instructions.	44	29	11	16	0	30	20	31	18	1
Knowledge of the expected learnings and curriculum patterns of the various grade levels (i.e. 1-6).	46	26	11	14	3	26	34	24	12	4
Ability to utilize informal techniques for completing an educational assessment on a child.	43	24	19	14	0	12	38	35	14	1
Ability to construct long range and short range objectives in behavioral terms for individual children for each of the three domains: cognitive, affective, and psychomotor.	37	31	23	9	0	9	58	26	7	0
Ability to utilize appropriate assessment techniques (i.e. formal, informal) in obtaining additional information necessary to educational programming for an individual child.	33	39	18	10	0	12	48	28	11	1

Competency Goal Statements Ranked by the Reported Mean Frequency of Use (N 123)	Frequency of Use Reported by Percent					Where Knowledge Was Gained Reported by Percent				
	Daily	Weekly	Monthly	Occasional	Never	Entry	Course Work	Field Experience	Independent Study	None
Knowledge of the major responsibilities and usefulness to special education teachers of various ancillary personnel (i.e. school psychologist, school social worker, guidance personnel, school nurse, vocational rehabilitation counselor, speech therapist, homebound teacher, curriculum consultant, remedial reading specialist).	36	34	19	11	0	17	31	33	18	1
Knowledge of instructional materials and the ability to utilize such materials appropriate for various academic areas (i.e. Art, Handwriting, Language Development, Mathematics, Motor Development, Music, Social Skills, Spelling, Reading).	40	33	11	15	1	12	33	30	18	7
Knowledge of proven teaching techniques (methods) including the rationale behind its use and the ability to utilize that technique for the various academic areas.	42	27	16	14	1	10	61	16	9	4
Ability to use audio-visual equipment (i.e. Video-tape recorder, Audio-tape recorder, Overhead projector, Opaque projector, Film strip projector, Film loop projector, Standard 8 & 16 mm projectors, Language master, Carousel projector).	33	42	11	10	4	31	23	26	16	4
Ability to write daily and weekly educational plans in behavioral terms.	45	29	5	13	8	17	49	23	10	1
Ability to utilize ancillary personnel such as the guidance counselor, the social worker, the psychometrist, the psychologist, the rehabilitation counselor, the speech therapist, the special area teachers, within the school setting.	30	45	12	12	1	25	12	37	21	5
Ability to gather performance samples of a child's work and be able to complete a task analysis.	34	32	21	13	0	8	45	13	4	35
Knowledge of the mores and modes of living and dialect of different social and cultural groups.	50	20	4	16	10	32	16	25	19	8
Ability to creatively utilize commercial materials by making modifications in order to reach a predetermined instructional objective.	36	29	19	13	3	30	16	27	23	4
Ability to apply the Premack Principle (pairing low and high probabilities) in planning and implementing an appropriate schedule for each child in the class.	54	13	7	13	13	7	53	18	7	15
Knowledge of the major instructional materials used by schools and the supplementary material resources available in schools and the means by which they are made accessible to teacners.	30	38	16	16	0	26	5	38	26	5
Ability to translate assessment data on a given child into recommendations for educational programming.	28	38	20	14	0	13	36	34	17	0
Knowledge of the defense mechanisms (projection, rationalization, repression, compensation, reaction formation, sublimation, denial).	52	11	5	25	7	32	56	4	5	3

Competency Goal Statements Ranked by the Reported Mean Frequency of Use (N 123)	Frequency of Use Reported by Percent					Where Knowledge Was Gained Reported by Percent				
	Daily	Weekly	Monthly	Occasional	Never	Entry	Course Work	Field Experience	Independent Study	None
Ability to arrange a functional classroom design (i.e. functional seating, work areas, storage).	45	14	15	23	3	22	26	31	17	4
Knowledge of the theory and rationale underlying various reading approaches (i.e. phonetic, structural analysis, sight, kinesthetic, Fernald, linguistic).	37	26	13	21	3	13	68	3	9	7
Knowledge of the academic characteristics of E. D. C. substantiated by current literature.	34	28	19	15	4	3	56	7	30	4
Ability to establish and maintain a systematic procedure for compiling data on a group of children for the purpose of continuous evaluation of the teaching process.	41	18	21	15	5	13	35	33	14	5
Ability to select appropriate instructional materials from available resources (i.e. Professional Library, I.M.C., A-V Center).	24	36	20	20	0	21	28	29	21	1
Knowledge of the social characteristics of E. D. C. substantiated by current literature.	32	27	18	19	4	7	54	7	27	5
Knowledge of various evaluation procedures employed by schools (i.e. academic grading systems, standardized tests, and permanent records).	24	32	24	18	2	34	10	36	17	3
Ability to construct long range and short range objectives for the class in behavioral terms for each of the three domains: cognitive, affective, and psychomotor.	28	25	27	15	5	7	59	24	7	3
Knowledge of commercial instructional materials that may be utilized with various reading approaches (i.e. phonetic, structural analysis, sight, kinesthetic, Fernald, linguistic).	26	31	13	27	3	9	38	23	26	4
Ability to function as a consultant to another teacher (a) by explaining to other teachers the goals, teaching methods, and curriculum activities used with a given child, (b) by explaining the referral and diagnostic process to other teachers, and (c) by explaining the recommendations of the various referral agencies to other teachers.	23	32	23	18	4	13	23	35	22	7
Ability to choose one system as better or best and support this decision by comparing strengths and weaknesses.	33	22	14	24	7	5	48	31	7	9
Ability to adjust communication to accommodate language patterns, cultural backgrounds, and parental behavior when explaining to parents specific behavioral objectives and specific instructional techniques.	19	32	31	17	1	27	5	36	25	7
Knowledge of major psychometric instruments utilized in the assessment of emotional disturbance: (a) what the tests purport to measure, (b) why they are used, and (c) how this information is useful in educational planning (i.e. Bender-Gestalt, P.P.V.T., WAIS, WISC, WPPSI).	24	27	24	21	4	12	67	11	7	3

Competency Goal Statements Ranked by the Reported Mean Frequency of Use (N 123)	Frequency of Use Reported by Percent					Where Knowledge Was Gained Reported by Percent				
	Daily	Weekly	Monthly	Occasional	Never	Entry	Course Work	Field Experience	Independent Study	None
Ability to construct and implement instructional sequences utilizing audio-visual equipment.	20	39	15	15	11	25	28	21	13	13
Knowledge of the procedures employed by the school in scheduling children, assignment of children to special programs, and transporting children.	21	28	25	22	4	20	4	37	27	12
Ability to follow-up a pupil who has been receiving special assistance, and if need be, re-evaluate and make additional suggestions to the classroom teacher.	22	25	26	21	6	13	26	38	18	5
Knowledge of the teacher's role in participation in school functions (i.e. extra-curricular programs, P.T.A. and professional organizations at national, state and local levels).	24	21	23	29	3	37	3	35	21	4
Knowledge of the general policies regarding the referral procedures for emotionally disturbed children and other handicapped children.	19	24	30	26	1	9	20	38	32	1
Knowledge of the general policies and procedures for emotionally disturbed children and other handicapped children, regarding the placement procedures.	15	27	34	23	1	12	21	32	32	3
Ability to conduct parent, teacher, or principal conferences for the purpose of explaining the educational and behavioral goals of the child.	13	25	39	23	0	22	9	43	21	5
Ability to interpret special educational programs for E. D. C. to the general public, regular school personnel, and non-professional school workers.	17	31	19	29	4	10	35	36	18	1
Knowledge of the functions of available community agencies (i.e. child guidance clinics, Mental Health Association, child abuse, Division of Children Services, Division of Youth Services).	14	26	37	20	3	14	17	32	29	8
Ability to assist regular class teachers in the implementation of proposed curriculum/management modifications.	19	23	29	22	7	13	25	35	22	5
Knowledge of current trends and issues in Special Education.	13	21	36	29	1	3	51	4	42	0
Knowledge of books, materials and other resources to which a teacher can go in order to find assistance with an issue or problem relevant to the field of the emotionally disturbed.	7	31	31	30	1	11	61	7	20	1
Ability to utilize role playing and play therapy in managing behavior.	18	28	13	30	11	13	43	18	12	14
Ability to use a variety of techniques for communicating with parents (i.e. reporting systems, group conferences, individual conferences, and P.T.A.).	8	26	37	26	3	28	8	34	26	4
Ability to complete an educational assessment of a child by utilizing the appropriate diagnostic instruments.	15	18	34	29	4	5	59	23	8	5

Competency Goal Statements Ranked by the Reported Mean Frequency of Use (N 123)	Frequency of Use Reported by Percent					Where Knowledge Was Gained Reported by Percent				
	Daily	Weekly	Monthly	Occasional	Never	Entry	Course Work	Field Experience	Independent Study	None
Knowledge of the aspects (i.e. rationale, program components, operation, evaluation) of various program models (i.e. Project Re-Ed, Santa Monica Project, Madison Plan).	14	16	38	26	6	5	72	5	13	5
Ability to describe and defend a personal theoretical rationale.	20	14	24	37	5	11	44	15	27	3
Ability to utilize various approaches (i.e. role-playing, socio-drama, storytelling, improvisation, games, play therapy) in assisting a child presenting specific educational-social problems.	18	20	22	30	10	16	39	21	16	8
Ability to participate in parent conferences for the purpose of informing parents of the child's academic and/or social progress.	7	21	47	23	3	27	5	37	26	5
Ability to conduct a meeting for the purpose of staffing a child.	13	29	20	21	17	18	12	45	12	13
Knowledge of general pre-vocational skills/knowledge needed by emotionally disturbed children and youth (i.e. Social - appropriate dress, proper peer interaction; Academic - social security number, address, telephone number).	7	9	15	36	33	23	16	20	11	30
Ability to write appropriate reports to parents concerning a child's academic and/or social progress.	8	15	43	26	8	26	14	32	21	7
Knowledge of the role of drugs in treating emotionally disturbed children (classes of drugs and effects, examples).	10	23	22	37	8	11	28	32	22	7
Ability to utilize primary and secondary sources in dealing with educational problems (i.e. Educational and psychological tests, Professional literature, ERIC, Card catalogues, I.M.C. resources).	5	20	33	39	3	9	63	10	14	4
Ability to record pupil behavior utilizing Rating Scales (i.e. Behavior Problem Checklist, Adaptive Behavior Rating Scale, Rutters Child Behavior Rating Scale, Devereux Rating Scale, Ottawa School Behavior Checklist).	14	14	25	32	15	7	47	21	8	17
Knowledge of the psychoses (i.e. schizophrenia, paranoia, and manic-depressive).	12	18	17	41	12	28	63	5	1	3
Ability to administer Reading Achievement tests (i.e. Durrell Analysis of Reading Difficulty, Spache Diagnostic Scales, Gray Oral Reading Test, Gilmore Oral Reading Test, Mills Methods Learning Test, Peabody Individual Achievement Test, Wide Range Achievement Test).	8	23	19	39	11	12	56	13	12	7
Knowledge of goals and methodology underlying various theoretical rationales (i.e. Psychodynamic, Sensory-Neurological, Behavioral, Ecological).	16	10	20	44	10	4	82	6	3	5
Ability to make appropriate referrals to community resources (i.e. child guidance clinic).	10	20	22	36	12	22	13	33	20	12
Knowledge of the major responsibilities of district-level personnel (i.e. Director of Exceptional Child Education, Supervisor of Emotionally Disturbed, Area Specialists).	11	15	24	39	11	11	16	30	31	12

Competency Goal Statements Ranked by the Reported Mean Frequency of Use (N 123)	Frequency of Use Reported by Percent					Where Knowledge Was Gained Reported by Percent				
	Daily	Weekly	Monthly	Occasional	Never	Entry	Course Work	Field Experience	Independent Study	None
Knowledge of the characteristics, treatment, and educational provisions for juvenile delinquents.	16	11	16	44	13	13	47	18	15	7
Knowledge of and the ability to use materials designed to develop skills in the social areas (i.e. Seven Stories for Growth, A Teaching Program in Human Behavior and Mental Health, Dimensions of Personality Series, Methods in Human Development, Duso Kit [American Guidance], Focus on Self-Awareness Kit, Eyegate).	15	15	23	24	23	8	20	18	20	34
Ability to administer Arithmetic Achievement tests (i.e. Peabody Individual Achievement Test, Wide Range Achievement Test).	8	21	18	39	14	13	51	14	10	12
Knowledge of books and materials which may be beneficial to parents concerning the areas of management procedures/techniques and understanding of abnormal/deviant behavior.	3	21	28	38	10	3	34	20	34	9
Ability to design an educational setting for the implementation of the appropriate administrative model(s) and knowledge of how each may be utilized to maximum effectiveness (i.e. Self-contained, Resource, Itinerant, Diagnostic-prescriptologist).	13	7	19	48	13	7	53	18	16	6
Knowledge of the most frequently accepted definitions of emotional disturbance and social maladjustment (i.e. Bower, Pate, Haring).	11	15	12	47	15	3	75	11	11	0
Ability to interact in a professional manner with the personnel involved in court sessions, interagency meetings, and placement planning.	8	13	20	48	11	28	11	30	19	12
Ability to administer Spelling Achievement tests (i.e. Peabody Individual Achievement Test, Wide Range Achievement Test).	7	18	18	40	17	12	51	14	10	13
Ability to demonstrate public relations skills as it applies to soliciting assistance and support from various service organizations and/or clubs.	10	14	18	40	18	21	7	29	22	21
Ability to record pupil behavior utilizing different social rating systems (i.e. Sociograms, A Process for In-School Screening of Children with Emotional Handicaps).	9	14	11	50	16	13	59	14	4	10
Knowledge of free and inexpensive literature dealing with social and academic problems of children and youth.	3	12	24	43	18	9	16	17	27	31
Ability to plan, explain, direct and implement a procedure for screening and identification of emotionally disturbed children in a school population.	10	7	19	39	25	3	56	25	9	7
Ability to administer tests of Motoric ability (i.e. Frostig Test of Visual Perception, Purdue Perceptual Motor Survey, Lincoln -Oseretsky Motor Development Scale, Harris Test of Lateral Dominance, Psychoeducational Inventory of Basic Learning Abilities).	7	12	22	29	30	5	47	16	10	22

Competency Goal Statements Ranked by the Reported Mean Frequency of Use (N 123)	Frequency of Use Reported by Percent					Where Knowledge Was Gained Reported by Percent				
	Daily	Weekly	Monthly	Occasional	Never	Entry	Course Work	Field Experience	Independent Study	None
Knowledge of state and Federal laws governing the provisions of services for exceptional children and other children.	6	6	18	58	12	7	39	17	28	9
Ability to participate in the in-service training of other teachers, by being able to (a) identify, clarify, and report needs for in-service training, (b) plan in-service activities relevant to teacher needs or requests, and (c) use effective instructional techniques for implementation of in-service program.	6	7	22	43	22	15	16	32	21	16
Ability to construct instructional sequences to teach general pre-vocational skills (i.e. programming job applications; how to obtain job leads; writing checks).	23	13	17	25	22	33	21	15	15	16
Ability to administer tests of Auditory abilities (i.e. Illinois Test of Psycholinguistic Abilities, Wepman Test of Auditory Discrimination, Utah Test of Language Development)	7	12	15	34	32	3	49	16	8	24
Ability to administer tests of Visual abilities (i.e. Illinois Test of Psycholinguistic Abilities, Psychoeducational Inventory of Basic Learning Abilities, Developmental Test of Visual-Motor Integration)	7	13	12	34	34	5	51	14	10	20
Ability to determine individual vocational interests of children and youth utilizing either formal or informal procedures.	7	9	15	36	33	24	16	20	11	29
Knowledge of the current estimates of emotional disturbance in the school-age population, substantiated by current literature.	3	6	16	59	16	1	64	4	24	7
Knowledge of the major responsibilities of state-level personnel (i.e. Director of Exceptional Child Education, Area Consultants).	6	6	11	53	24	8	17	28	21	26
Ability to determine the necessary skills/knowledge needed to fulfill potential job opportunities available to emotionally disturbed youth.	9	8	12	29	42	15	13	20	15	37
Knowledge of state provisions for County (district) Plans for Exceptional Child Education, Budgetary Allotments, State Register (ADA).	7	3	14	46	30	9	13	25	25	28
Knowledge of the most acceptable classification systems (i.e. American Psychiatric Association).	4	4	17	46	29	11	61	1	15	12
Knowledge of books and materials appropriate to specific age levels dealing with vocational areas.	6	8	13	32	41	13	20	12	13	42
Knowledge of the historical development in providing services for the emotionally disturbed.	0	4	15	42	39	4	79	3	9	5
Ability to formulate an educational problem, design the study and conduct applied research.	3	6	6	42	43	5	77	5	4	9
Ability to administer Aptitude tests (i.e. Anton-Brenner Development Gestalt of School Readiness Differential Aptitude Test)	2	9	6	23	60	4	37	5	4	50

Table 4

PERCENT OF SELECTIONS MADE BY SEVENTY-SEVEN RESPONDENTS TO THE FREQUENCY OF USE AND SOURCE OF KNOWLEDGE FOR ALL COMPETENCY GOAL STATEMENTS

Column A Overall Frequency of Use Reported by Percent		Column B Overall Source of Knowledge Reported by Percent	
Daily	31.3	Entry	16.6
Weekly	20.8	Course Work	33.8
Monthly	17.0	Field Experience	25.3
Occasionally	22.3	Independent Study	16.1
Never	8.6	None	8.2
TOTAL	100.0	TOTAL	100.0

Table 5

PERCENT OF SELECTIONS MADE BY SEVENTY-SEVEN
RESPONDENTS TO THE GENERIC COMPETENCY AREAS

Area of Competence	Number of Competencies	Column A Frequency of Use Reported by Percent					Column B Source of Knowledge Reported by Percent				
		Daily	Weekly	Monthly	Occasionally	Never	Entry	Course Work	Field Experience	Independent Study	None
Field Experiences	46	41.5	22.8	16.6	15.3	3.8	21.4	21.6	34.6	16.7	5.7
Programming	25	30.9	23.6	15.1	19.6	10.8	18.5	32.5	22.9	15.1	11.0
Background/ Overview	15	26.4	16.3	17.1	29.9	10.3	12.2	58.5	10.2	15.0	4.1
Assessment/ Diagnosis	14	19.9	17.9	15.5	29.3	17.4	8.4	51.1	17.8	8.6	14.1
Administration	7	10.6	13.6	21.3	40.7	13.8	11.0	19.0	28.4	27.3	14.3
Utilization of Personnel and Resources	6	15.4	26.0	26.3	26.3	6.0	13.3	23.0	29.0	25.2	9.5
Management	5	54.2	19.4	9.0	13.2	4.2	19.8	32.4	27.2	15.2	5.4
Evaluation and Research	3	5.0	19.0	23.3	37.3	15.7	8.3	67.0	7.3	12.7	4.7
Theory and Knowledge	2	18.0	12.0	22.0	40.5	7.5	7.5	63.0	10.5	15.0	4.0

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